

COLLABORATIVE TEACHING RUBRIC

This rubric may be used to assist teaching teams to identify the skills they possess in collaboration and those that will need to be improved.

The numbers indicate the level of implementation. The range is from 5 to 1. Five is seen as the goal of a regular and special education collaborative and one would represent a starting point for the development of collaborative skills.

Component One: Lesson Presentation (Who presents the main part of the lesson)

5	4	3	2	1
All components of the lesson are equally taught by both the regular ed teacher and the special ed teacher.	Most components of the lesson are taught by both the regular ed teacher and the special ed teacher.	Some components of the lesson are taught by both the regular ed teacher and the special ed teacher.	The majority of the lesson components are taught by the regular ed teacher with only a few selected components of the lesson taught by the special ed teacher.	All lesson components taught by regular ed teacher.

Component Two: Student Interaction (To whom the student looks for answers or clarification)

5	4	3	2	1
Students interact equally with both the regular ed teacher and the special ed teacher.	Students interact more with the regular ed teacher than with the special ed teacher.	Students interact mostly with the regular ed teacher and less with the special ed teacher.	Students may vary their interaction to meet their personal agendas.	Students interact only with the regular ed teacher, not at all with the special ed teacher.

Component Three: Physical characteristics of the classroom (Where each teacher's belongings are stored)

5	4	3	2	1
Both teachers have comparable space, location, and access to storage and materials; placement may vary depending on configuration of desks and size of room.	Both teachers have comparable desk space and location, but not access to storage and materials. The placement may vary depending on configuration of desks and size of room.	Both teachers have a space, not necessarily the same size. Placement of desks may vary depending on student desks and the size of the room.	Regular education teacher has a desk; the special ed teacher has a place to store belongings, for example, a table, and a shelf, a drawer in the regular ed teacher's desk or a student's desk.	Regular ed teacher has a desk; the special ed teacher brings her belongings with her, perhaps on a cart, or in a book bag.

Component Four: Communication (Name plates, class lists, report cards, letters to parents and lesson plans)

5	4	3	2	1
Both teachers' names are displayed prominently in the room, on the door, class rosters, report cards; lesson plans and any communications with and to parents.	Both teachers' names are on some, but not all, of the information about the room, lesson plans, communication to and with the parents.	The regular ed teacher's name is on the majority of the information about the room, communication to parents and lesson plans; however, the special ed teacher's name is included occasionally.	The regular ed teacher's name is on all the communication regarding the class; the special ed teacher's name is not included on any information.	The special ed teacher communicates in relation to the special ed students only.

Component Five: Student Focus (Student focus during the lesson presentation)

5	4	3	2	1
The student focus will be on both teachers equally throughout the lesson; both rotate to assist all students.	The student focuses on the regular ed teacher more as that teacher presents content, while the special ed teacher supports or clarifies. Both assume the leadership position when needed.	The student focuses on the regular ed teacher as the major presenter of content, while the special ed teacher merely interjects and circulates.	Regular ed teacher presents all of the information, the special ed teacher only provides assistance, passes out papers, monitors group projects, etc. The regular ed teacher is the main focus.	Regular ed teacher presents all the content. The spec ed teacher only provides assistance to the special ed students. The special ed teacher moves about only when necessary.

Component Six: Discipline in the class (Who is the main disciplinarian, administers discipline, reprimands?)

5	4	3	2	1
Both teachers share the role of disciplinarian and rule making equally with all students.	Most of the discipline and rule making is shared between both teachers; however the regular ed teacher may defer to the special ed teacher with reference to a special ed student.	Some of the discipline and rule making is shared; however, the majority is directed to the special ed teacher to handle.	Some of the discipline and rule making is shared; however, the special ed teacher will discipline only with collaboration with the regular ed teacher.	The regular education teacher makes the rules and administers all the discipline in the room.

Component Seven: Lesson Development (planning, implementing, and assessing)

5	4	3	2	1
The regular ed and special ed teacher equally share the planning and assessment for the class.	The regular ed teacher, in conjunction, with the special ed teacher plans most of the concepts and assessments.	The regular ed teacher plans the concepts and assessments with minimal input from the special ed teacher.	The regular ed teacher plans the concepts and assessments. The special ed teacher adapts tests for special ed students.	The regular ed teacher plans the concepts to be presented and type of assessment.

Adapted from Hall, G.E. & Hord, S.M. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn & Bacon.